



Instructions: In groups of three, record six good things that relate to PCSing in the boxes labeled “Good Thing.” After each good thing, write a reflection sentence in the corresponding box labeled “Reflection” using the reflection questions on the slide.

Good Thing 1:	Reflection:
Good Thing 2:	Reflection:
Good Thing 3:	Reflection:
Good Thing 4:	Reflection:
Good Thing 5:	Reflection:
Good Thing 6:	Reflection:



Instructions: Record six good things in the boxes labeled “Good Thing.” After each good thing, write a reflection sentence in the corresponding box labeled “Reflection” using the reflection questions on the slide.

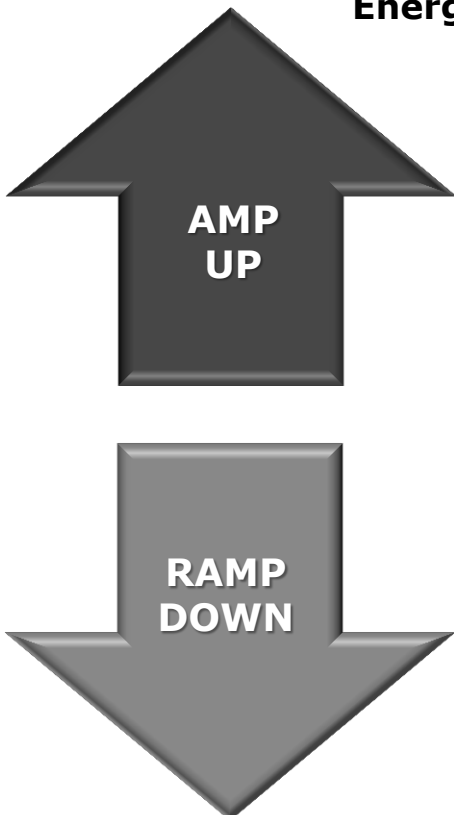
Good Thing 1:	Reflection:
Good Thing 2:	Reflection:
Good Thing 3:	Reflection:
Good Thing 4:	Reflection:
Good Thing 5:	Reflection:
Good Thing 6:	Reflection:



How You Perform

You “perform” all the time. In the space below, list the various things you care about, that you want to do well, that require you to have your head in the game, and perhaps that you have to do under some amount of pressure. Consider performances in your personal and professional life, e.g., hobbies, etc.

Energy Activation and Performance



Some performances require a high level of energy activation or a burst of energy. Other performances require a much lower level of energy.

To perform optimally, you need to know what level of energy activation the performance requires and have the Self-awareness to assess where your energy level is in relation to where it needs to be.

Then you have to have an effective strategy in place to manage your energy level and shift your energy where it needs to be for the performance in front of you.



Identify three specific situations in which you could benefit from being able to effectively shift your energy so that you can perform at your best.

1. _____
2. _____
3. _____

1. PHYSICAL FUNDAMENTALS

Inhale through your nose
if possible

Chest remains still
as you inhale

Breathe slow, low, and deep
to a 5/5 cadence...
5-count inhale,
5-count exhale

As your breath deepens,
allow your abdomen, sides,
and lower back to expand

“Unlock” excess muscle
tension as you exhale

2. MENTAL FUNDAMENTALS

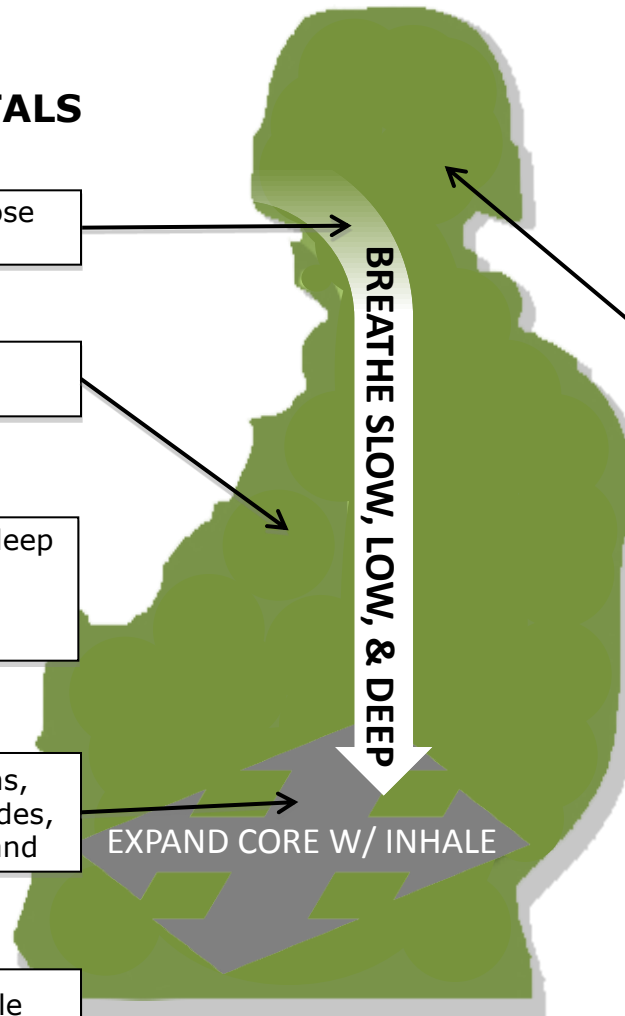
Let your mind become quiet
and focused with each
breath

Focus on 5/5 breath
cadence or repeat a focus
cue on exhale

3. EMOTIONAL FUNDAMENTALS

Gain greater poise and
control with each deep
breath

Experience positive
emotion from the past or
connected to what you’re
about to do





Notes

Deep breathing
+ 5-second cadence

Deep breathing
+ Relaxation cue

Deep breathing
+ Focus on sensation

Deep breathing
+ Positive emotion

Being Deliberate about Tactical Breathing

Like any other skill, to become “good” at Tactical Breathing you’ll need to put in regular practice. Identify three specific opportunities when you will practice Tactical Breathing for at least a few minutes at a time.

1. _____
2. _____
3. _____



Instructions: From examples 1-4, **choose two** examples to complete. For each example there are four corresponding thoughts that contain Thinking Traps. Label each thought with a Thinking Trap. It is possible that one thought has more than one Thinking Trap.

1. You get into a fight with your spouse about moving. You think ...

- a. **Thought:** "Our marriage is just not cut out for Army life. We are never going to make it!"

Thinking Trap(s):

- b. **Thought:** "My spouse is making this move way more difficult then it needs to be!"

Thinking Trap(s):

- c. **Thought:** "I am really letting my family down. I haven't been there for them."

Thinking Trap(s):

- d. **Thought:** "My life is falling apart."

Thinking Trap(s):

2. On your way to work you can't find the building your looking for and show up a half hour late. You think ...

- a. **Thought:** "Today is going to be a bad day."

Thinking Trap(s):

- b. **Thought:** "Everyone thinks I'm unreliable. They are not going to trust me."

Thinking Trap(s):

- c. **Thought:** "They should have provided me with better directions."

Thinking Trap(s):

- d. **Thought:** "I am never going to get adjusted here. I can't figure this place out."

Thinking Trap(s):



3. You send a long email to your new command about your current housing situation asking for their advice, and you get a one sentence reply. You think...

- a. **Thought:** "He doesn't care about my situation. He only cares about himself."

Thinking Trap(s):

- b. **Thought:** "There's nothing I can do to fix my housing situation."

Thinking Trap(s):

- c. **Thought:** "I shouldn't have bothered my command with this. I knew I shouldn't have sent that email."

Thinking Trap(s):

- d. **Thought:** "My command is mad at me."

Thinking Trap(s):

4. Your new squad does not complete a task exactly as you wanted them to. You think ...

- a. **Thought:** "They should have known not to do that!"

Thinking Trap(s):

- b. **Thought:** "I am a terrible leader."

Thinking Trap(s):

- c. **Thought:** "These Soldiers are lazy."

Thinking Trap(s):

- d. **Thought:** "They did this on purpose. They don't respect my leadership."

Thinking Trap(s):



Instructions: From examples 5-7, **choose one** example to complete. For the example you choose, generate one thought to illustrate each of the Thinking Trap categories.

5. Your shipments do not arrive on their estimated arrival date. You think...

a. **Jumping to Conclusions:**

b. **Mind Reading:**

c. **Me, Me, Me:**

d. **Them, Them, Them:**

e. **Always, Always, Always:**

f. **Everything, Everything, Everything:**



6. You get in a fight with your spouse because you were not able to be around to help unpack. You think...

a. Jumping to Conclusions:

b. Mind Reading:

c. Me, Me, Me:

d. Them, Them, Them:

e. Always, Always, Always:

f. Everything, Everything, Everything:



7. You and your new battle buddy miss a deadline on a project. You think...

a. Jumping to Conclusions:

b. Mind Reading:

c. Me, Me, Me:

d. Them, Them, Them:

e. Always, Always, Always:

f. Everything, Everything, Everything:



Put It In Perspective: Specific Triggers of Catastrophic Thinking

Instructions: What are some Activating Events that have triggered or might trigger catastrophic thinking (e.g., specific examples of times when you or a family member might catastrophize)? List these triggers below.

1.

2.

3.

4.

5.

6.

7.



1. Describe the Activating Event (the situation in which SSG Garrett catastrophized):

2. Capture Worst Case:

Capture SSG Garrett's Worst Case thoughts.

4. Identify Most Likely:

Identify the Most Likely outcomes. Consider feelings, behaviors, events, long and short-term outcomes, and effects on SSG Garrett and others.

3. Generate Best Case:

Generate SSG Garrett's equally unlikely Best Case thoughts.

2

4

3

**5. Develop a plan for
SSG Garrett to deal with the
Most Likely outcome:**



Put It In Perspective Practical Exercise (Group Example 1)

1. Describe the Activating Event (a situation in which you catastrophized or might catastrophize):

2. Capture Worst Case:

Capture your Worst Case thoughts.

4. Identify Most Likely:

Identify the Most Likely outcomes. Consider feelings, behaviors, events, long and short-term outcomes, and effects on yourself and others.

3. Generate Best Case:

Generate equally unlikely Best Case thoughts.

2

4

3

5. Develop your plan for dealing with the Most Likely outcome:



1. Describe the Activating Event (a situation in which you catastrophized or might catastrophize):

2. Capture Worst Case:

Capture your Worst Case thoughts.

4. Identify Most Likely:

Identify the Most Likely outcomes. Consider feelings, behaviors, events, long and short-term outcomes, and effects on yourself and others.

3. Generate Best Case:

Generate equally unlikely Best Case thoughts.

2

4

3

5. Develop your plan for dealing with the Most Likely outcome:



Instructions: For each Task at hand listed below there are five corresponding counterproductive thoughts. Write a Real-Time Resilience response to each of the counterproductive thoughts use the strategies of evidence, optimism, and put it in perspective. Remember that good evidence is vivid, specific, and concrete. Try to begin each sentence with one of the Sentence Starters (e.g., "That's not true because...", "A more optimistic way of seeing this is...", "A more likely implication of this is...and I can..."). Avoid pitfalls, i.e., dismissing the grain of truth, minimizing the situation, and rationalizing or excusing one's contribution to a problem.

Task at hand #1: You are about to brief your CO for the first time.

Counterproductive Thoughts:	Real-time Resilience Responses:
a. I am terrible at giving briefs.	
b. If I don't get this perfect my career is over.	
c. I've failed at everything else; I'm going to fail at this.	
d. I don't perform well under stress.	
e. I am going to say something stupid and lose all respect.	

Instructions: Choose an example of a time in your own life when you had a Task at hand to complete, but were having counterproductive thoughts, and write it in the box where it says "Task at hand #2." Your partner will generate and say aloud counterproductive thoughts you may have been having; record these thoughts in the left-hand column. For each counterproductive thought, generate and say aloud a Real-Time Resilience response; record these responses in the right-hand column. When crafting your responses, use the strategies of evidence, optimism, and put it in perspective. Remember that good evidence is vivid, specific, and concrete. Try to begin each sentence with one of the Sentence Starters (e.g., "That's not true because...", "A more optimistic way of seeing this is...", "A more likely implication of this is...and I can..."). Avoid pitfalls, i.e., dismissing the grain of truth, minimizing the situation, and rationalizing or excusing one's contribution to a problem.

Task at hand #2:

Counterproductive Thoughts:	Real-time Resilience Responses:
a.	
b.	
c.	
d.	
e.	



Assertive Communication: Practical Exercise (Communication Styles)

Instructions: As you watch the Aggressive, Passive, and Assertive Communication clips, pay attention to the specific descriptors (body language, language, voice tone, etc.) that illustrate each of the three styles of communication and record the specific descriptors in the space provided below. After each clip, work together in small groups to fill in the unspoken messages box for the style you just saw.

	Aggressive	Assertive	Passive
What are descriptors of each style (e.g., language, body language, voice, space, pace, etc.)?			
What are the unspoken messages that each style sends to the other person?			

Instructions: Below is a script of an aggressive conversation. Circle at least 10 words or phrases that make the script aggressive. After you have circled the words or phrases that make the script aggressive, rewrite the words or phrases in the box that says “Corrections” so that the script is assertive, not aggressive.

What is the scenario?
 Your new neighbor plays loud music in his garage a few times a week, and it keeps you awake at night.

I

Identify the problem:
 My new neighbor is so inconsiderate!

Corrections:

D

Describe the problem:
 You are always playing your loud music and it keeps me and all of our neighbors awake all night long. You're so inconsiderate.

Corrections:

E

Express your concerns:
 Were you raised in a barn with no neighbors? It pisses me off that you don't have the decency to turn off your music at night.

Corrections:

A

Ask for a reasonable change:
 Why the heck do you think anyone on our block wants to hear that terrible noise all night long? You need to stop playing music after 1600.

Corrections:

L

List the positive outcomes:
 You better turn it off, or I will call the cops.

Corrections:



Instructions: Below is a script of a passive conversation. Circle at least 10 words or phrases that make the script passive. After you have circled the words or phrases that make the script passive, rewrite the words or phrases in the box that says "Corrections" so that the script is assertive, not passive.

What is the scenario?

Your and your new neighbor take turns driving the kids to school. Your neighbor was late picking up your kids two times last week and one time this week.

I

Identify the problem:

Corrections:

D

Describe the problem:

It is half past eight...and...my kids are ready to go to school.

Corrections:

E

Express your concerns:

Well, it is not that big of a deal, but my kids are sometimes late for school, but it is really fine. Don't worry about it.

Corrections:

A

Ask for a reasonable change:

Can you maybe try and pick my kids up on time if it is not too inconvenient for you?

Corrections:

L

List the positive outcomes:

It would be great if you could try to make sure the kids get to school on time, but no worries if it is too much to ask!

Corrections:



Step 1: Make a list of the key people in your life (e.g., family member, friends, colleagues, Platoon members, etc.).

Amanda, Jessica, SSG Garrett, my Soldiers

Step 2: Record each individual's name in the box or boxes that indicate your typical way of responding to their positive news. Note the percentage of time you respond in that style (consider what you say, how focused versus distracted you are, your body language, etc.).

	Constructive	Destructive
Active	Jessica (60%) Amanda (10%) My Soldiers (70%) SSG Garret (50%)	Jessica (20%) Amanda (10%) My Soldiers (10%) SSG Garret (30%)
Passive	Jessica (10%) Amanda (60%) My Soldiers (10%) SSG Garret (10%)	Jessica (10%) Amanda (20%) My Soldiers (10%) SSG Garret (10%)

Step 3: Check for factors that influence your style of communicating.

a. What factors drive you into boxes other than ACR?

- ☒ Mood
- ☐ Energy level
- ☐ Busy schedule
- ☐ How your family responded to you while you were growing up
- ☒ *Focused on self*



Step 1: Make a list of the key people in your life (e.g., family member, friends, colleagues, Platoon members, etc.).

Step 2: Record each individual's name in the box or boxes that indicate your typical way of responding to their positive news. Note the percentage of time you respond in that style (consider what you say, how focused versus distracted you are, your body language, etc.).

	Constructive	Destructive
Active		
Passive		

Step 3: Check for factors that influence your style of communicating.

a. What factors drive you into boxes other than ACR?

- | | |
|---|--------------------------------|
| <input type="checkbox"/> Mood | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Energy level | |
| <input type="checkbox"/> Busy schedule | <input type="checkbox"/> _____ |
| <input type="checkbox"/> How your family responded to you while you were growing up | |



Instructions: Work with a partner, talking about a positive experience from your life and responding to your partner's positive experience.

Person 1: Share a positive experience: Think of something meaningful and positive that happened in the last week. Describe this to your partner.

Person 2: Respond: Practice being Active Constructive by asking questions that help your partner relive the positive experience.

Discussion: Before switching roles, answer the questions below about the role you were in. You should answer each question twice, once in the "share" column, and once in the "respond" column.

Share	Respond
1. What was comfortable about doing this?	
2. What was uncomfortable about doing this?	
3. What did you learn about yourself through this process?	